

The Montana Standards for Visual Arts										
Visual Arts: Creating	<b>Anchor Standard # 1 : Generate and conceptualize artistic ideas and work</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:CR.1.Ka	VA:CR.1.1a	VA:CR.1.2a	VA:CR.1.3a	VA:CR.1.4a	VA:CR.1.5a	VA:CR.1.6a	VA:CR.1.7a	VA:CR.1.8a	VA:CR.1.HSa
	a. Engage in exploration and <b>imaginative play</b> with <b>materials</b>	a. Engage <b>collaboratively</b> in exploration and <b>imaginative play</b> with <b>materials</b>	a. Brainstorm <b>collaboratively</b> multiple approaches to an <b>art</b> or <b>design</b> problem	a. Elaborate on an imaginative idea	a. Brainstorm multiple approaches to a creative <b>art</b> or <b>design</b> problem	a. Combine ideas to generate an innovative idea for <b>art-making</b>	a. Combine concepts <b>collaboratively</b> to generate innovative ideas for creating <b>art</b>	a. Apply methods to overcome creative blocks	a. Document early stages of the creative process visually and/or verbally in <b>traditional</b> or new <b>media</b>	a. Apply multiple approaches to begin creative endeavors
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:CR.1.Kb	VA:CR.1.1b	VA:CR.1.2b	VA:CR.1.3b	VA:CR.1.4b	VA:CR.1.5b	VA:CR.1.6b	VA:CR.1.7b	VA:CR.1.8b	VA:CR.1.HSb
	b. Engage <b>collaboratively</b> in creative <b>art-making</b> in response to an artistic problem	b. Use <b>observation</b> and <b>investigation</b> in preparation for making a work of <b>art</b>	b. Make <b>art</b> or <b>design</b> with various <b>materials</b> and tools to explore personal interests, questions, and curiosity	b. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the <b>art-making</b> process	b. <b>Collaboratively</b> set goals and create artwork that is meaningful and has purpose to the makers	b. Identify and demonstrate diverse methods of <b>artistic investigation</b> to choose an approach for beginning a work of <b>art</b>	b. Formulate an <b>artistic investigation</b> of personally relevant content for creating <b>art</b>	b. Develop <b>criteria</b> to guide making a work of <b>art</b> or <b>design</b> to meet an identified goal	b. Individually or <b>collaboratively</b> shape an <b>artistic investigation</b> of an aspect of present-day life using a <b>contemporary practice</b> of <b>art</b> and <b>design</b>	b. Choose from a range of <b>materials</b> and methods of <b>traditional</b> and <b>contemporary artistic practices</b> to plan works of <b>art</b> and <b>design</b>

The Montana Standards for Visual Arts										
Visual Arts: Creating	<b>Anchor Standard # 2 : Organize and develop artistic ideas and work</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:CR.2.Ka	VA:CR.2.1a	VA:CR.2.2a	VA:CR.2.3a	VA:CR.2.4a	VA:CR.2.5a	VA:CrCr.2.6a	VA:Cr.2.7a	VA:CR.2.8a	VA:CR.2.HSa
	a. Through experimentation, build skills in various <b>media</b> and approaches to <b>art-making</b>	a. Explore uses of <b>materials</b> and tools to create works of <b>art</b> or <b>design</b>	a. Experiment with various <b>materials</b> and tools to explore personal interests in a work of <b>art</b> or <b>design</b>	a. Create personally satisfying artwork using a variety of artistic processes and <b>materials</b>	a. Explore and invent <b>art-making</b> techniques and <b>approaches</b>	a. Experiment and develop skills in multiple <b>art-making</b> techniques and <b>approaches</b> through practice	a. Demonstrate openness in trying new ideas, <b>materials</b> , methods, and <b>approaches</b> in making works of <b>art</b> and <b>design</b>	a. Demonstrate persistence in developing skills with various <b>materials</b> , methods, and approaches in creating works of <b>art</b> or <b>design</b>	a. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of <b>art-making</b> or <b>designing</b>	a. Engage in experimentation, practice, and persistence to demonstrate advancement of skills and knowledge in a variety of works <b>art</b> or <b>design</b>

	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:CR.2.Kb	VA:Cr.2.1b	VA:Cr.2.2b	VA:Cr.2.3b	VA:Cr.2.4b	VA:Cr.2.5b	VA:Cr.2.6b	VA:Cr.2.7b	VA:Cr.2.8b	VA:Cr.2.HSb
	b. Create <b>art</b> that represents natural and constructed environments	b. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means	b. Repurpose objects to make something new	b. Construct individual or <b>collaborative</b> representations, diagrams, or maps of places that are part of everyday life	b. Document, describe, and represent regional constructed <b>environments</b> , including those of American Indians	b. Identify, describe, and visually document places and/or objects of personal significance	b. <b>Design</b> or redesign objects, places, or systems that meet the identified needs of diverse users	b. Apply visual organizational strategies to <b>design</b> and produce a work of <b>art</b> , <b>design</b> , or <b>media</b> that clearly communicates information or ideas	b. Select, organize, and <b>design</b> images and works to make visually clear and compelling presentations relevant to a given <b>culture</b> , including those of American Indians	b. Redesign an object, system, place, or <b>design</b> in response to <b>contemporary</b> issues, including <b>contemporary</b> American Indian issues

	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:Cr.2.Kc	VA:CR.2.1c	VA:CR.2.2c	VA:Cr.2.3c	VA:Cr.2.4c	VA:Cr.2.5c	VA:Cr.2.6c	VA:Cr.2.7c	VA:Cr.2.8c	VA:Cr.2.HSc
	c. Identify safe and non-toxic art <b>materials</b> , tools, and equipment	c.Demonstrate safe and proper procedures for using <b>materials</b> , tools, and equipment while making <b>art</b>	c.Demonstrate safe procedures for using and cleaning <b>art</b> tools, equipment, and studio spaces	c. Demonstrate an understanding of the safe and proficient use of <b>materials</b> , tools, and equipment and ethical use of electronic <b>media</b> for a variety of artistic processes	c. Utilize and care for <b>materials</b> , tools, and equipment in a manner that prevents danger to oneself and others when making works of <b>art</b>	c. Demonstrate quality craftsmanship through care for and use of <b>materials</b> , tools, and equipment	c. Explain environmental implications of conservation, care, and clean-up of <b>art materials</b> , tools, and equipment	c. Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing <b>images</b> and other <b>materials</b> through the Internet, social media, and other communication formats	c. Demonstrate awareness of practices, issues, and <b>ethics</b> of <b>appropriation</b> , fair use, <b>copyright</b> , <b>open source</b> , and <b>creative commons</b> as they apply to creating works of <b>art</b> and <b>design</b>	c. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, <b>materials</b> , tools, and equipment in the creation and circulation of creative work

The Montana Standards for Visual Arts										
Visual Arts: Creating	<b>Anchor Standard # 3 : Refine and complete artistic work</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:CR.3.Ka	VA:CR.3.1a	VA:Cr.3.2a	VA:Cr.3.3a	VA:Cr.3.4a	VA:Cr.3.5a	VA:Cr.3.6a	VA:Cr.3.7a	VA:Cr.3.8a	VA:CR.3.HSa
	a. Explain the process of making <b>art</b> while creating	a. Use <b>art</b> vocabulary to describe choices while creating <b>art</b>	a. Discuss and reflect with peers about choices made in creating <b>artwork</b>	a. Elaborate visual information by adding details in an <b>artwork</b> to enhance emerging meaning	a. Revise <b>artwork</b> in progress on the basis of insights gained through peer discussion	a. Create <b>artist statements</b> using <b>art</b> vocabulary to describe personal choices in <b>art-making</b>	a. Investigate how personal <b>artwork</b> conveys the intended meaning and revise accordingly	a. Reflect on and explain important information about personal <b>artwork</b> in an <b>artist statement</b> or another format	a. Apply <b>relevant criteria</b> to examine, reflect on, and plan revisions for a work of <b>art</b> or <b>design</b> in progress	a. Revise, refine, and complete works of <b>art</b> or <b>design</b> considering <b>relevant traditional</b> and <b>contemporary criteria</b> as well as personal artistic vision

The Montana Standards for Visual Arts										
Visual Arts: Presenting	<b>Anchor Standard # 4: Select, analyze and interpret artistic work for presentation</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:PR.4.Ka	VA:Pr.4.1a	VA:Pr.4.2a	VA:Pr.4.3a	VA:Pr.4.4a	VA:Pr.4.5a	VA:Pr.4.6a	VA:Pr.4.7a	VA:Pr.4.8a	VA:Pr.4.HSa
	a. Select <b>art</b> objects for personal <b>portfolio</b> and display, explaining why they were chosen	a. Explain why some objects, artifacts, and artwork are valued differently by different audiences	a. Categorize artwork based on a theme or <b>concept</b> for an exhibit	a. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork	a. Analyze how past, present, and emerging <b>technologies</b> have impacted the <b>preservation</b> and presentation of artwork, including <b>traditional</b> and/or <b>contemporary</b> works by American Indians	a. Define the roles and responsibilities of a <b>curator</b> , explaining the skills and knowledge needed in <b>preserving</b> , maintaining and presenting objects, artifacts and artwork, including <b>traditional</b> and/or <b>contemporary</b> works by American Indians	a. Analyze similarities and differences associated with <b>preserving</b> and presenting two-dimensional, three-dimensional and digital artwork, including <b>traditional</b> and/or <b>contemporary</b> works by American Indians	a. Compare and contrast how <b>technologies</b> have changed the way artwork is <b>preserved</b> , presented and experienced	a. Develop and apply <b>criteria</b> for evaluating a collection of artwork for presentation, including traditional and/or <b>contemporary</b> works by American Indians	a. Analyze, select, and curate artifacts and/or artworks for presentation and <b>preservation</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians

The Montana Standards for Visual Arts										
Visual Arts: Presenting	<b>Anchor Standard # 5: Develop and refine artistic techniques and work for presentation</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:PR.5.Ka	VA:Pr.5.1a	VA:Pr.5.2a	VA:PR.5.3a	VA:Pr.5.4a	VA:Pr.5.5a	VA:PR.5.6a	VA:Pr.5.7a	VA:Pr.5.8a	VA:Pr.5.HSa
	a. Explain the purpose of a <b>portfolio</b> or collection	a. Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or <b>preservation</b>	a. Distinguish between different <b>materials</b> or artistic techniques for preparing artwork for presentation	a. Identify exhibit space and prepare works of <b>art</b> including <b>artists' statements</b> , for presentation	a. Analyze the various considerations for presenting and protecting <b>art</b> in various locations, indoor or outdoor settings, in temporary or permanent forms and in physical or <b>digital formats</b>	a. Develop a logical argument for safe and effective use of <b>materials</b> and techniques for preparing and presenting artwork	a. Individually or <b>collaboratively</b> , develop a <b>visual plan</b> for displaying works of <b>art</b> , analyzing exhibit space, the needs of the viewer and the layout of the exhibit	a. Analyze and evaluate methods for preparing and presenting <b>art</b> based on <b>criteria</b>	a. <b>Collaboratively</b> prepare and present selected theme-based artwork for display and formulate <b>exhibition narratives</b> for the viewer	a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place

The Montana Standards for Visual Arts										
Visual Arts: Presenting	<b>Anchor Standard # 6: Convey meaning through the presentation of artistic work</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:PR.6.Ka	VA:Pr.6.1a	VA:Pr.6.2a	VA:Pr.6.3a	VA:Pr.6.4a	VA:Pr.6.5a	VA:Pr.6.6a	VA:Pr.6.7a	VA:Pr.6.8a	VA:PR.6.HSa
	a. Explain what an <b>art</b> museum is and distinguish how an <b>art</b> museum is different from other buildings	a. Identify the roles and responsibilities of people who work in and visit museums and other <b>art venues</b>	a. Analyze how <b>art</b> exhibited inside and outside of schools, in museums, galleries, virtual spaces and other <b>venues</b> , contributes to communities	a. Identify and explain how and where different <b>cultures</b> , including those of American Indians, record and illustrate stories and history of life through <b>art</b>	a. Compare and contrast purposes of <b>art</b> museums, <b>art</b> galleries, and other <b>venues</b> , as well as the types of personal experiences they provide	a. Cite evidence about how an exhibition in a museum or other <b>venue</b> presents ideas and provides information about a specific <b>concept</b> or topic	a. Assess, explain, and provide evidence of how museums or other <b>venues</b> reflect history and values of a community	a. Compare and contrast viewing and experiencing collections and exhibitions in different <b>venues</b>	a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences	a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings



# The Montana Standards for Visual Arts

Visual Arts: Responding	Anchor Standard # 7: Perceive and analyze artistic work									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:RE.7.Ka	VA:RE.7.1a	VA:Re.7.2a	VA:Re.7.3a	VA:Re.7.4a	VA:Re.7.5a	VA:Re.7.6a	VA:Re.7.7a	VA:Re.7.8a	VA:Re.7.HSa
	a. Identify uses of <b>art</b> within one's personal <b>environment</b>	a. Select and describe works of <b>art</b> that illustrate daily life experiences of one's self and others	a. Perceive and describe <b>aesthetic characteristics</b> of one's natural world and constructed <b>environments</b>	a. Speculate about processes an artist uses to create a work of <b>art</b>	a. Compare responses to a work of <b>art</b> before and after working in similar <b>media</b>	a. Compare one's own <b>interpretation</b> of a work of art with the <b>interpretation</b> of others	a. Identify and <b>interpret</b> works of <b>art</b> or <b>design</b> that reveal how people live around the world and what they value	a. Explain how the method of display, the location and the experience of an artwork influence how it is perceived and valued	a. Explain how a person's <b>aesthetic</b> choices are influenced by <b>culture</b> and <b>environment</b> and impact the visual <b>image</b> that one conveys to others	a. Recognize and describe how perceptions of <b>art</b> develop over time based on knowledge of and experience with <b>art</b> and life

	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:RE.7.Kb	VA:RE.7.1b	VA:RE.7.2b	VA:RE.7.3b	VA:RE.7.4b	VA:RE.7.5b	VA:RE.7.6b	VA:RE.7.7b	VA:RE.7.8b	VA:RE.7.HSb
	b. Describe what an <b>image</b> represents	b. Compare <b>images</b> that represent the same subject	b. Categorize <b>images</b> based on <b>expressive properties</b>	b. Determine messages communicated by an <b>image</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians	b. Analyze components in <b>visual imagery</b> that convey messages, including <b>traditional</b> and/or <b>contemporary</b> works by American Indians	b. Identify and analyze cultural associations suggested by <b>visual imagery</b> , including traditional and/or <b>contemporary</b> works by American Indians	b. Analyze ways that <b>visual components</b> and cultural associations suggested by <b>images</b> , including those made by American Indians, influence ideas, emotions and actions	b. Analyze multiple ways that <b>images</b> , including those made by American Indians, influence specific audiences	b. Compare and contrast <b>contexts</b> and <b>media</b> in which viewers encounter <b>images</b> , including those made by American Indians, influence ideas, emotions and actions	b. Evaluate the effectiveness of an <b>image</b> or <b>images</b> , including those made by American Indians, to influence ideas, feelings and behaviors of specific audiences

Montana Standards for Arts										
Visual Arts: Responding	<b>Anchor Standard # 8: Construct meaningful interpretations of artistic works</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:RE.8.Ka	VA:RE.8.1a	VA:RE.8.2a	VA:RE.8.3a	VA:Re.8.4a	VA:RE.8.5a	VA:RE.8.6a	VA:RE.8.7a	VA:RE.8.8a	VA:RE.8.HSa
	a. Identify subject matter and list details in works of <b>art</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians	a. Identify subject matter and describe <b>characteristics</b> of works of <b>art</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians	a. Communicate feelings when experiencing works of <b>art</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians, and describe subject matter and <b>characteristics</b>	a. Communicate feelings when experiencing works of <b>art</b> , describe subject matter and <b>formal characteristics</b> to discuss meanings of artwork, including <b>traditional</b> and/or <b>contemporary</b> works by American Indians	a. Communicate feelings when experiencing works of <b>art</b> , describe subject matter, <b>formal characteristics</b> , and <b>art-making approaches</b> to discuss meanings of artwork, including <b>traditional</b> and/or <b>contemporary</b> works by American Indians	a. <b>Interpret art</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians, through describing and analyzing feelings, subject matter, <b>formal characteristics</b> , <b>art-making approaches</b> and <b>contextual</b> information	a. <b>Collaboratively interpret art</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians, and generate meanings through describing and analyzing feelings, subject matter, <b>formal characteristics</b> , <b>art-making approaches</b> and <b>contextual</b> information	a. <b>Interpret art</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians, and generate meanings through describing and analyzing feelings, subject matter, <b>formal characteristics</b> , <b>art-making approaches</b> , and <b>contextual</b> information and identify key <b>concepts</b>	a. <b>Collaboratively</b> develop meaningful <b>interpretations</b> of artworks, including <b>traditional</b> and/or <b>contemporary</b> works by American Indians, supported by evidence through describing and analyzing feelings, subject matter, <b>formal characteristics</b> , <b>art-making approaches</b> , <b>contextual</b> information and key concepts	a. Construct and defend meaningful <b>interpretation</b> of an artwork or collection of works, including <b>traditional</b> and/or <b>contemporary</b> works by American Indians, supported by evidence through describing and analyzing feelings, subject matter, <b>formal characteristics</b> , <b>art-making approaches</b> , <b>contextual</b> information, and key <b>concepts</b>

The Montana Standards for Visual Arts										
Visual Arts: Responding	<b>Anchor Standard # 9: Apply criteria to evaluate artistic work</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:RE.9.Ka	VA:Re.9.1a	VA:Re.9.2a	VA:RE.9.3a	VA:RE.9.4a	VA:RE.9.5a	VA:RE.9.6a	VA:RE.9.7a	VA:RE.9.8a	VA:RE.9.HSa
	a. Explain reasons for selecting a preferred artwork	a. Classify artwork based on different reasons for preferences	a. Use learned <b>art vocabulary</b> to express preferences about artwork	a. Evaluate an artwork based on given <b>criteria</b>	a. Apply one set of <b>criteria</b> to evaluate more than one work of <b>art</b>	a. Recognize differences in <b>criteria</b> used to evaluate works of <b>art</b> depending on <b>styles, genres</b> and <b>media</b> as well as historical and <b>cultural contexts</b>	a. Develop and apply <b>relevant criteria</b> to evaluate a work of <b>art</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians	a. Compare and explain the difference between an evaluation of an artwork based on <b>personal criteria</b> and an evaluation of an artwork based on a set of <b>established criteria</b>	a. Create a convincing and logical argument to support an evaluation of <b>art</b>	a. Construct evaluations of a work of <b>art</b> or collection of works, including those made by American Indians, based on differing sets of <b>criteria</b>

The Montana Standards for Visual Arts										
Visual Arts: Connecting	<b>Anchor Standard # 10: Synthesize and relate knowledge and personal experiences to make art</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:CN.10.Ka a. Create <b>art</b> that tells a story about a personal experience	VA:CN.10.1a a. Identify times, places, and reasons by which students make <b>art</b> outside of school	VA:CN.10.2a a. Create works of <b>art</b> about events in home, school, or community life	VA:CN.10.3a a. Develop a work of <b>art</b> based on <b>observations</b> of surroundings	VA:CN.10.4a a. Create works of <b>art</b> that reflect community <b>cultural traditions</b>	VA:CN.10.5a a. Apply <b>formal</b> and <b>conceptual vocabularies</b> of <b>art</b> and <b>design</b> to view surroundings in new ways through <b>art-making</b>	VACN.10.6a a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in <b>art-making</b>	VA:CN.10.7a a. Individually or <b>collaboratively</b> create visual documentation of places and times in which people gather to make and experience <b>art</b> or <b>design</b> in the community	VA:CN.10.8a a. Make <b>art collaboratively</b> to reflect on and reinforce positive aspects of group <b>identity</b>	VA:CN.10.HSa a. <b>Synthesize</b> knowledge of social, <b>cultural</b> , historical, and personal life with <b>art-making approaches</b> to develop and create meaningful works of <b>art</b> or <b>design</b>

The Montana Standards for Visual Arts										
Visual Arts: Connecting	<b>Anchor Standard # 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	VA:CN.11.Ka	VA:CN.11.1a	VA:CN.11.2a	VA:CN.11.3a	VA:CN.11.4a	VA:CN.11.5a	VA:CN.11.6a	VA:CN.11.7a	VA:CN.11.8a	VA:CV.11.HSa
	a. Identify a purpose of an artwork, including <b>traditional</b> and/or <b>contemporary</b> works by American Indians	a. Understand that people from different places and times, including American Indians, have made <b>art</b> for a variety of reasons	a. Compare and contrast <b>cultural</b> uses of artwork from different times and places, including <b>traditional</b> and/or <b>contemporary</b> works by American Indians	a. Recognize that responses to <b>art</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians, change depending on knowledge of the time and place in which it was made	a. Infer through <b>observation</b> , information about time, place, and <b>culture</b> in which a work of <b>art</b> , including those made by American Indians, was created	a. Identify how <b>art</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians, is used to inform or change beliefs, values, or behaviors of an individual or society	a. Analyze how <b>art</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians, reflects changing times, <b>traditions</b> , resources, and <b>cultural</b> uses	a. Analyze how responses to <b>art</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians, is influenced by understanding the time and place in which it was created, the available resources and <b>cultural</b> uses	a. Distinguish different ways <b>art</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians, is used to represent, establish, reinforce, and reflect group <b>identity</b>	a. Investigate uses of <b>art</b> , including <b>traditional</b> and/or <b>contemporary</b> works by American Indians, in a variety of societal, <b>cultural</b> , and historical <b>contexts</b> and make personal connections to uses of <b>art</b> in <b>contemporary</b> and/or local <b>contexts</b>

## Visual Arts Glossary of Terms

Visual Arts, as defined by the National Art Education Association, include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

**Aesthetics** critical judgments concerning works of art and the principles underlying or justifying such judgments. These are based on the senses, emotions, intellectual opinions, will, desires, culture, preferences, values, subconscious behavior, conscious decision, training, instinct, sociological institutions (or some combination of these) depending on exactly which theory one employs, and derive their meaning from the experience of engaging with the art in some way

**Art** In everyday discussions and in the history of aesthetics, multiple (and sometimes contradictory) definitions of art have been proposed. In a classic article, “The Role of Theory in Aesthetics,” Morris Weitz (1956) recommended differentiating between classificatory (classifying) and honorific (honoring) definitions of art.

In the Next Generation Core Visual Arts Standards, the word art is used in the classificatory sense to mean “an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.”

An important component of a quality visual arts education is for students to engage in discussions about honorific definitions of art—identifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions and discussing their own understandings of the characteristics of “good art.”

**Appropriation** intentional borrowing, copying, and alteration of preexisting images and objects

**Artist statement** information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature

**Artistic investigations** forms of inquiry and exploration in making art. Through artistic investigation artists go beyond illustrating pre-existing ideas or following directions and students generate fresh insight with new ways of seeing and knowing

**Art-making approaches** diverse strategies and procedures by which artists initiate and pursue making a work

**Artwork** artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated

**Brainstorm** technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment

**Characteristic(s)** attribute, feature, property, or essential quality

**Characteristics of form (and structure)** terms drawn from traditional, modern and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others

**Collaboration** joint effort of working together to formulate and solve creative problems

**Collaboratively** joining with others in attentive participation in an activity of imagining, exploring, and/or making

**Concepts** ideas, thoughts, schemata; art arising out of conceptual experimentation that emphasizes making meaning through ideas rather than through materiality or form

**Constructed environment** human-made or modified spaces and places; art and design-related disciplines, such as architecture, urban planning, interior design, game design, virtual environment and landscape design, that shape the places in which people live, work, and play

**Contemporary artistic practice** processes, techniques, media, procedures, behaviors, actions and conceptual approaches by which an artist or designer makes work using methods that, though they may be based on traditional practices, reflect changing contextual, conceptual, aesthetic, material and technical possibilities; examples include artwork made with appropriated images or materials, social practice artworks that involve the audience, performance art, new media works, installations, and artistic interventions in public spaces

**Context** interrelated conditions surrounding the creation and experiencing of an artwork, including the artist, viewer/audiences, time, culture, presentation and location of the artwork's creation and reception

**Copyright** form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression, covering both published and unpublished works

**Creative commons** copyright license templates that provide a simple, standardized way to give the public permission to share and use creative work on conditions of the maker's choice (<http://creativecommons.org/>)

**Creativity** ability to conceive and develop rich, original ideas, discover unexpected connections and invent or make new things

**Criteria** in art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success

**Contemporary criteria** principles by which a work of art or design is understood and evaluated in contemporary contexts which, for example, include judging not necessarily on originality, but rather on how the work is re-contextualized to create new meanings

**Established criteria** identified principles that direct attention to significant aspects of various types of artwork in order to provide guidelines for evaluating the work these may be commonly accepted principles that have been developed by artists, curators, historians, critics, educators and others or principles developed by an individual or group to pertain to a specific work of art or design



**Personal criteria** principles for evaluating art and design based on individual preferences

**Relevant criteria** principles that apply to making, revising, understanding, and evaluating a particular work of art or design that are generated by identifying the significant characteristics of a work

**Critique** individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work of art or design

**Cultural contexts** ideas, beliefs, values, norms, customs, traits, practices and characteristics shared by individuals within a group that form the circumstances surrounding the creation, presentation, preservation and response to art

**Cultural traditions** pattern of practices and beliefs within a societal group

**Curate** collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits

**Curator** person responsible for acquiring, caring for, and exhibiting objects, artworks, and artifacts

**Culture** the beliefs, customs, arts, etc., of a particular society, place, or time

**Design** application of creativity to planning the optimal solution to a given problem and communication of that plan to others

**Digital format** anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device

**Environment** the conditions that surround someone or something

**Ethics** a branch of philosophy investigating what is morally right or wrong

**Exhibition narrative** written description of an exhibition intended to educate viewers about its purpose

**Expressive properties** moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art

**Fair use** limitation in copyright law which sets out factors to be considered in determining whether or not a particular use of one's work is "fair," such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work

**Formal and conceptual vocabularies** terms, methods, concepts, or strategies used to experience, describe, analyze, plan, and make works of art and design drawn from traditional, modern, contemporary, and continually emerging sources in diverse cultures.

**Formulate** to create, invent, or produce something by careful thought and effort

**Genre** category of art or design identified by similarities in form, subject matter, content, or technique

**Identity** a person or group's beliefs, cultural, economic, and political affiliations, interests, and predilections, made salient and defined in relation to other individuals or groups

**Image** visual representation of a person, animal, thing, idea or concept

**Imaginative play** experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art and communicating

**Interpret** to conceive in the light of an individual belief, judgment or circumstance

**Materials** substances out of which art is made or composed, ranging from the traditional to “non-art” material and virtual, cybernetic and simulated materials

**Medium/media** mode(s) of artistic expression or communication; material or other resources used for creating art

**Open source** computer software for which the copyright holder freely provides the right to use, study, change and distribute the software to anyone for any purpose (<http://opensource.org/>)

**Observation** to use the senses to learn about something in detail

**Play** spontaneous engaged activity through which children learn to experience, experiment, discover and create

**Portfolio** actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual's creative growth and artistic literacy

**Preservation** activity of protecting, saving, and caring for objects, artifacts and artworks through a variety of means

**Preserve** protect, save and care for (curate) objects, artifacts, and artworks

**Style** recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art or works of an individual artist

**Synthesis** to create a new whole

**Technologies** tools, techniques, crafts, systems and methods to shape, adapt and preserve artworks, artifacts, objects and natural and human-made environments

**Traditional artistic practice** processes, techniques, media, procedures, behaviors, actions and approaches by which a producer (artist, designer, craftsperson, etc.) uses methods that have been developed over time and/or are learned through sustained study, family members, apprenticeship or from a community of like-producers. Traditional practices may reflect current social, political or cultural events and technological advances; however, the approach does not significantly deviate from the core of inherited or learned knowledge. Examples include: artwork that reflects a high degree of craft developed out of a long tradition (e.g. ceramics, carving, weaving, painting, hide work, bead work, quill work and Regalia items)

**Venue** place or setting for an art exhibition, either a physical space or a virtual environment

**Visual components** properties of an image that can be perceived

**Visual imagery** group of images; images in general

**Visual plan** drawing, picture, diagram, or model of the layout of an art exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue